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THE DECEMBER COVER

The picture on the cover is a winter scene of the Laboratory School of Indiana State Teachers College.

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Miss Brown Retires

Miss Brown retires next year. This poor soul, after thirty-five years in the elementary schools, is leaving Public School No. 15 as soon as the school year ends. What will she do? How can she get along? Isn't it a pity, after all these years, that she has nothing to do, no place to go, no friends to turn to?

Yes, thirty-five years ago, Miss Brown began her teaching career. With a high school diploma, and after completing a twelve weeks course in a normal school, Miss Brown accepted her first position as an elementary school teacher in a one-room, eight graded school, with fifteen pupils.

How she loved those children! So devoted was she to her task that each summer she went back to college for additional training and inspiration that would enable her to give the best to her pupils.

Her position was too important; her loyalty to her profession so strong for her to think of anything else. She never married. She didn't have time to raise a family of her own. Her entire life was devoted to doing something better for the pupils in her school.

She didn't stay long in the one-room school. Her zealous efforts and tireless devotion to duty reaped bene-

fits and soon her abilities were far known. The larger schools called her and she took her first position in the city. One grade in one room! What a pleasant environment compared to the one before. And still Miss Brown continued to give her life to the

to the cause would be hard to discover.

But don't feel sorry for Miss Brown. A life richer than hers in pleasurable experiences and satisfying efforts is not easily found. She is happy and content with the results of her undivided devotion to the welfare of society and of benefit to mankind. The results of her efforts are ever appearing. Statesmen, professional men, and people from all walks of life attribute their success to Miss Brown and to other Miss Browns who have served so faithfully throughout this great land.

So many memories of neglected children who "found their way" under her direction; so many hours

of happiness through observing pupils respond to her talents and develop desirable behavior patterns; so many good things from her efforts—all give Miss Brown a sense of satisfaction—a knowledge of a good job well done.

But in reality Miss Brown doesn't retire. She won't go to the school room next fall; however, the results of her efforts will go on and on. Such service to mankind can never be forgotten.

Miss Brown doesn't want sympathy, or pity, or charity. The least that we can give to such a noble soul is honor, respect, and above all, a feeling of security.

The Teachers College Journal seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The Journal does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the Journal to points of view so expressed. At all times, the Journal reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

cause of education for children.

After a few years, Miss Brown became a supervisor. Her talents could well be used in assisting other teachers or in improving their teaching. Finally, Miss Brown was appointed principal of Public School 15. Her knowledge of children, her skill in teaching, and her ability to help others, all combined to reveal her attributes as a responsible administrator, also.

Thus through the years, Miss Brown has served. Now, however, Miss Brown retires. She deserves a rest; what more can a person be expected to do? A more faithful servant

CHARLES W. HARDAWAY
Editor

Gilbert and Sullivan for Children or An Operetta? Learning-Fun!

Olla Rickett

*Director of Children's Theater
Cortland State Teachers College
Cortland, New York*

We, at Cortland State Teachers College, concerned with the preparation of young people for the teaching profession, feel that any out-of-classroom activity can have values of a more permanent nature than those of the actual experience itself. It can be fun, but it can be more than fun. Our College Elementary School production of Gilbert and Sullivan "H.M.S. Pinafore" is a recent example. A meeting of the director of the College Children's Theater and the director of the Campus School Glee Club was the happy beginning of such a venture.

The Children's Theater was a year-old project at the time, having started from small beginnings in the presentation of one-act plays done in central staging in the Training School and progressing to a full three-act production of "Mr. Dooley, Jr." in June of 1948. The Campus School Glee Club was started during the opening semester of the current year and had made one public appearance as a part of the college's annual Christmas concert.

The director of the Children's Theater had long been desirous of producing a children's musical, operetta or "play with music," but because of lack of training in music herself and an overworked staff in the college music department, she had been reluctant to propose such a venture. The whole thing started over a casual cup of coffee in the faculty lounge and an informal discussion of a proposed assembly program for the campus school.

"If I should do a play with music

Mary E. English

*Director Campus School Glee Club
Cortland State Teachers College
Cortland, New York*

for our annual Children's Theater production this year, would you help me with that phase of it?"

"Better than that, why don't we do an operetta together?"

"Fine, would some Gilbert and Sullivan be too difficult for these youngsters?"

And, so, we were off! Feeling that others who work with children's music and children's plays might like to know "how we made out" we will attempt to review our production of "H.S.M. Pinafore" in terms of lasting values to the children, to the college student teachers, and to the promotion of cultural growth among our young people, generally.

Of primary significance is the fact that every child in the seventh and eighth grades of our college Elementary School took part in the production. Because of the odd distribution of boys and girls in the two grades, many girls were cast as sailors and the principal characters were selected according to height! The problem of the changing voices of adolescent boys was met by transposing the music. The children became interested in the techniques involved and were sympathetic toward the individuals affected by the problem rather than amused or embarrassed as is so often the case.

The week following the last performance, a survey of opinion was taken in the seventh and eighth grades regarding what they considered of greatest importance to them and what they would remember the longest. This was a surprise survey so that no comparison of opinion or

discussion was possible. The children's comments were very revealing in that the same things seemed to impress them all.

The necessity for working together on a group enterprise seemed to be of paramount importance on most of the papers. A few sample statements were:

"I learned how important it is to do things together."

"I think I will always remember the greatest cooperation shown between the seventh and eighth grades and the directors."

"I learned how much practice had to be done before the performance and how much each person counted in it."

"I learned to be on time and to make every minute count and not to fool around."

"The thing I will never forget is the amount of cooperation given by all of the actors."

Another comment appearing on all the papers had to do with responsibility for property and personal belongings. Each child, when assigned his costume, had signed a card assuming responsibility for each item received. All were justifiably proud that no item was misplaced—down to the last sailor's tie. At no time during the rehearsals or performances were there any missing items backstage before curtain time, even though Ralph Rackstraw and the Captain had to execute a difficult costume change in a very brief time. All had hats, handkerchiefs, and other personal "props" to remember. It seemed to become a matter of pride with the individual that he had everything with him when needed.

The importance of control of body and voice became very significant as rehearsals progressed and the ensemble work involved in waving hats in unison or pointing at Sir Joseph during the singing of "When I Was a Lad", for example, made the necessity for personal discipline evident to each member of the cast.

One said, "I learned how to stand on the stage and to keep quiet backstage and during intermissions."

Another, "I learned a lot about how to sing, how to talk and carry myself much better than before the 'Pin-afore'."

"I learned the responsibilities that go with learning music, watching the director and knowing when to start the songs."

The work in diction was integrated with class work in English to the advantage of all. The stylized phrasing of Gilbert and Sullivan was not changed, the directors having felt that to do so would be to lose something of the flavor of the operetta. The transference of rehearsals from the classroom to the auditorium make evident the necessity for projection and clarity, both in the singing and speaking parts of the production. As one child phrased it, "I learned to speak and sing words clearer and better."

Assisting in this production afforded student teachers and other college students, soon to be teachers, an opportunity of working with children outside a classroom situation. There were some who worked on make-up, others on costumes, on lighting, on construction of the set and others in various additional capacities.

Comments from these college students have revealed that they have gained in an understanding of the

necessity for organization and careful planning. For example, a plan of procedure was drawn up well in advance of even the first rehearsal which apportioned duties and responsibilities and included a schedule of rehearsal dates and times. They realized how important it was that parents should know the overall plan from the beginning so that there would be full cooperation and understanding on their part.

A survey similar to the one made with the children was carried out with the college students. In this survey, they were asked what they had gained from the experience which would carry over into their teaching.

Almost unanimous was the realization that children do live up to what is expected of them. Their professionalism on the stage, their cooperation in meeting all situations, and their self-discipline regarding costumes were matters of amazement.

Several college students stated that it gave an opportunity to see the children work outside the classroom on something other than subject matter. One college junior said, "I gained knowledge of how to work informally in an informal situation." Another stated, "I was able to recognize better certain traits about the children. I found that children who are sometimes hard to work with in class are

the most cooperative in this situation." One student teacher, who served as stage manager, revealed, "I came to know the students better in this than in any other activity carried on during the nine weeks I have been doing my practice teaching. It gave me a chance to see children in action. By action, I mean the existence of unity which prevailed over the group during the performances. Everyone in the cast seemed to sense a certain responsibility which he or she had to carry out with utmost precision. As I said, this gave me the best chance to evaluate the children in my class." Other statements expressed similar ideas and there is evident carry-over into subsequent activities.

A fundamental objective in a teachers college is to enable the students to integrate classroom activities with a practical production situation. The Children's Theater Production class had the experience of costuming, the planning and executing of the make-up as well as observing and studying all angles of the production. The college Play Production class received further experience in lighting, construction of the set and other problems of mounting and staging an operetta.

This integration was evident, too.

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Educational Implications of A Democratic Philosophy of Education

Paul M. Muse

Chairman, Department of Commerce
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Terre Haute, Indiana

The following article is the fifth in a series by Dr. Muse dealing with educational directions in America. The first, entitled *A Basis for Direction in the Educational Effort*, appeared in the December 1948 issue; the second, *The Nature of Child Growth and Development* was carried in the January 1949 issue; the third, *The Nature of Our Culture* was published in the May 1949 issue; and the fourth article in the series, *The Nature of the Learning Process and the Functions*



of the School appeared in the October 1949, issue of the *Teachers College Journal*.

Action is the true test of commitment to a democratic philosophy, and the value of action is to be judged by the stream of consequences that flow into culture. The democratic ideal is not enough; we must have the democratic method, too. Commitment to a democratic philosophy is not to be secured by compulsion. It should come as a result of the educative process.

The significant consequences for education of a democratic philosophy is the reconstruction of educational practice in terms of an integrating social philosophy. To this end the school will:

1. Project a type of organization that exemplifies democratic living at its best. The values of democracy will be consciously expressed through all

school activities and relationships. Provisions will be made for the cooperatively working together of personnel in all deliberations of the school. The character of the school program will be experimental and will include the planning and carrying out of various school activities, the discussion of various procedures in contemplated change, reflection upon the differing ways of evaluating work already in process, and the continuous consideration of the future policies and practices of the school. Results will be achieved cooperatively and the democratic way of life will become the practical way of working together in the daily living within the school. There will be much pupil-teacher planning in the light of pupil interests, needs, and capacities. School policies will be determined by the teaching staff of each school in cooperation with parents, lay citizens, and pupils on levels and at appropriate points where such participation is intelligent and educative to the participants. Administration will be a means for providing conditions conducive to the free play of intelligence and for facilitating the execution of policies and programs.

2. Conceive learning as an active process in which the learner is an active participant. Learning is not the passive reception of a pouring-in process. Values, interests, and needs which the learner now holds will be the starting points for acquiring future values, interests, and needs. The school problems will be personalized

by utilizing the individual learner's values, deficiencies, urges, and conflicts to enable him to recognize that what he now wants to do cannot be done until he possesses further knowledge.

3. Be much interested in individual differences and will plan and evaluate against a background of the history and growth of each individual. The school will assist the learner to determine the rate and direction of development that is best for him. This will be done in the light of family history, present problems, and future plans. Attention will be centered upon all aspects of the individual as a total personality. Care will be exercised to provide for the individual's total well-being, physically, intellectually, aesthetically, and socially. Effort will be made to enable each individual, through interaction with others in group situations that show concern for the contribution of each member, to acquire both personal and social status.

4. Recognize clearly that its efforts create active patterns of behavior. Teachers will capture the dynamic character of individual behavior and will emphasize tendencies to respond rather than a given content response. Fired habits of response, piece-meal acquisition of facts, responses isolated from life context, dissociated traits of character, and isolated motor skills will give way to flexible ways of responding in constructing intelligent plans of action. Maximum conditions for learning will be established through conference, consultation, and participation and will give support to the democratic values which the school and culture achieve through interaction. Teacher-pupil relationship will be a democratic association which reveals the ideal involved and gives direction to future relationships.

5. Recognize the imperative need for guidance to help individuals select values and purposes coordinate to their interests, needs, and capacities. Vocational guidance in the nature of exploration, testing, and experiencing will give direction to those who are educable and employable.

But vocational guidance, alone, is not enough. The whole school will organize itself for guidance purposes and guidance will become an aspect of all teaching. The learner will be placed in contact with information upon the basis of which he can make intelligent choices. Information concerning the learner will be determined and made available for guidance purposes. Teachers, administrators, and guidance experts alike will all contribute assistance to the learner commensurate with their respective abilities to do so. Work experience opportunities will be extended to all. Each learner will have the chance to express himself and to gain status as a person in more than verbal ways. Broadening interests, the practical, the aesthetic, the social, and the intellectual will be emphasized in terms of their promise for the more significant development of each individual.

6. Recognize that the school is only one of many social agencies cooperatively responsible for the education of youth. Educators will work to center the expression of individual effort on the part of each agency into a collective pattern for solving common tasks. The school will stand close to the center of community activity and concern by fostering a covering loyalty to a consciously shared life. Specifications for schools in general will be considered merely as guide lines for studying community needs and for reorganizing and reconstructing procedures in the light of such needs. In rectifying conditions that now thwart democratic developments and in creating learning situations through which individuals can gain control of themselves and of conditions that embitter them, the school will recognize other community agencies and will not feel free to act under the spur of stimulating security unless other community agencies agree that these purposes are appropriate for education.

7. Organize itself in terms of its responsibilities as an integral part of the community. The glorified business-like efficiency of industry does not make for school efficiency that

is related to democratic living. The school will utilize the pupil's previous experiences, out of which interests and values have grown, to further the individual's own education and to contribute to the education of others. The mechanics of school organization and administration will not interfere with the use of community agencies for educative purposes.

8. Recognize that creative and aesthetic achievements may be made central in all activity. The school will transform mere doing into purposeful activity and give the imagination a free hand in its play upon normal realities of daily living. The learner will be given a sharpened sense of participating meaningfully in the creation of purposes and values which are shared in associated action. Conditions will be provided which prize creative effort in the whole range of experience.

9. Enable the learner to achieve a harmonious integration that is consistent with each one's individual nature and his physical and social environment. The school will assume responsibility for enabling the learner to understand that richness of life for each depends upon social harmony and cooperation; that there is no substitute for liberated and disciplined intelligence; and that intelligent self-direction, under guidance, is the basic condition of this hoped-for life.

10. Enable the learner to recognize the importance and contribution of the economic aspect of life. The school will enable the learner to see that the satisfaction of economic wants of man is essential to his security, with respect to life essentials, gives poise, dignity, and confidence to individual development. In order that this security be for all and be secured democratically, the school will accept its responsibility for making the learner aware of the method by which society organizes itself to satisfy its human economic wants. Only through the understanding of present provisions for satisfying human wants can more democratic methods be projected.

11. Conduct its evaluation procedures in the light of a controlling democratic philosophy. The school will consider the worth of evaluation in terms of its relationship to school purposes which it may serve. Evaluation will be a continuous process of studying the growth of learners as they are influenced by the shaping forces of both school and culture. Evaluation will become an integral part of the educational program and will continually bring pupils and teachers together for serious discussion of shared purposes. Evaluation will become conscious of its role in the experimental process. It will begin with planning and extend all along the way to achieve purposes. It does not accept purposes but takes form in interaction with them as the consistency of purposes with the controlling values are studied critically.

12. View education as predominantly moral. Moral principles are not arbitrary, not transcendental, and do not designate a certain portion of life. Morality involves the whole realm of life and exemplifies itself in all situations embodying choice. The moral act is the intelligent act. This is also the democratic act. It is the moral responsibility of the school to initiate the learner into membership in society in the broadest sense, to enable him to recognize intelligently all his social relations and take his part in sustaining and improving them. To do this the school will re-produce, within itself, typical conditions of social life. It will project a type of organization that utilizes democratic processes to realize its ends. Its spirit will be that of a genuine community life in which school discipline and order are expressions of this inherent democratic spirit. The school will recognize that character cannot be preached into the learner. He must acquire it. It means power, exemplified in terms of initiative, insistence, persistence, courage, and industry, that is directed and organized through social channels and attached to ideal ends. Intellectually, this means the intelligent direction of action with

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Looking Ahead in the Student Training Program

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This article is the second in a series devoted to consideration of Standard VI, Governing Professional Laboratory Experiences in Teacher Education, recently adopted by the American Association of Colleges for Teacher Education. The first of the series appeared in this Journal, May-June 1949, under the title, "The Significance of the New Standard Governing Professional Laboratory Experiences."



In presenting significant aspects of the Standard in the first article, the author indicated the need for laboratory experiences prior to and following student teaching, as made explicit in the statement of the Standard. Regarding that part of the program we call student teaching, it was stated:

During student teaching. Taking exception to the status quo, the new Standard calls for a period of student teaching with scope and depth sufficient to provide for the student an experience which enables him to feel the complete role of the teacher in the school and in the community, as a teacher and as a citizen. It is not enough that each student participate in the teaching of a given group of learners during one or two periods of the school day. The Standard calls for a period of full-time student teaching when the student actively partic-

ipates in the major functions of the teacher—in the classroom, in the total school organization and administration, and in the community.¹ The remainder of this article is an attempt to clarify further the implications of the Standard for that special aspect of the total program called "student teaching."

There has always been a deep concern on the part of teacher educators that students with whom they work have direct experience with boys and girls of the age level which they hope to teach. The oldest and most obvious manifestation of this concern is to be found in the establishing of the "model school" in connection with normal schools for the express purpose that those preparing to teach should have opportunity to "practice" under the guidance of artist teachers. Since the initiation of a "practice teaching" program in the normal school, the concept of this experience has been significantly modified. Among the more important changes in our concept of "practice teaching" has been a steady shift in purpose from that of copying perfectly the patterns of the model teacher to the purpose of *building principles which apply in all teaching situations*. This shift in purpose is made clear in a statement by the Committee on Professional Laboratory Experiences:

¹Lindsey, Margaret, "The Significance of the New Standard Governing Professional Laboratory Experiences," *Teachers College Journal*, May-June, 1949, p. 107.

This particular contribution of professional laboratory experiences (student teaching is one of these) to the professional education of teachers is three-fold: (1) an opportunity to implement theory—both to study the pragmatic value of the theory and to check with the student his understanding of the theory in application; (2) a field of activity which, through raising questions and problems, helps the student to see his needs for further study; and (3) an opportunity to study with the student his ability to function effectively when guiding actual teaching-learning situations.²

While these contributions of professional laboratory experiences should be made through the student's continuous participation in a series of many and varied contacts with children, youth, and adults in school and community situations, *student teaching*, as such, *should play a very important role in helping the student to integrate his learnings and to feel a unity in the complete responsibility of a classroom teacher*. It is only through a period of full-time work as a member of a school staff, with participation in all the activities attached thereto, that the student can gain this sense of the total job of the teacher.

Full-time Student Teaching

The term "full-time" student teaching needs clarification. As used by the Committee on Professional Laboratory Experiences in the statement of the Standard, full-time student teaching refers to a period of weeks when the college program of the prospective teacher is concentrated in an experience with a group of learners in a school situation. This implies a kind of block scheduling which will permit the student to devote all of his energies to the work of student teaching during a given period of his four year teacher preparation program. The Standard does not indicate, in specific, the length of this period nor

²American Association of Colleges for Teacher Education, sub-committee on Professional Laboratory Experiences, *School and Community Laboratory Experiences in Teacher Education*. The Association, 1948, p. 145.

the placement of it in the total program. That the student should be in one situation long enough to study children's growth as a result of his guidance of the learning process is explicitly stated. The exact length of time required to do this and the exact time when it should occur in the program are matters depending upon institution and student individuality.

Variety in Patterns of Full-time Student Teaching

A variety of patterns has emerged where college staffs have attempted to implement this aspect of the Standard. These patterns extend all the way from provision for three days full-time student teaching to provision for eighteen weeks full-time student teaching. One basic issue giving rise to different patterns in scheduling is the concept of the nature of the maturation and learning process of the student. Some teacher educators maintain that a student needs long exposure in the direct experiences of guiding learners for purposes of providing for the progressive maturation of the student as he learns gradually from this experience. Others maintain that the same maturation can take place through an intensive experience over a shorter period of time. Regarding this basic issue, there would seem to be no disagreement actually. It is doubtless true that all persons responsible for the pre-service education of teachers hold a conviction that both exposure over a long period of time and an intensive experience are necessary if the student is to have adequate opportunity to gain maximum learning from laboratory experiences. Difficulty arises, however, when efforts are made to provide for both types of experiences in a four-year program. The need for extensive general education, for acquiring background in areas of specialization, and for extensive and intensive background in professional education brings pressure for important choices in the allocation of student's time to these respective aspects

of the total program. Basically, it is these choices which create the variety in student teaching patterns.

For example, let us look at a typical college program where professional education is spread over four years, running concurrently with general education and work in specialization. Such a program may provide for a sequence of direct laboratory experiences extending over four years of college preparation. This sequence may begin with brief observation-participation type activities in an orientation course during the freshman year, may include a series of experiences during the sophomore and junior years which provide for increasing time with children in school and community situations, and may, during the senior year, provide for a concentrated student teaching experience followed by activities designed to meet individual needs of students. It is quite clear that a student who has progressed through such a sequence of laboratory experiences has had opportunity for maturation to occur and has been provided background which should facilitate his learning from the student teaching activity. For this student, the period of full-time student teaching may be of shorter duration since he might be expected to begin this experience with greater readiness than the student who has not had continuous contact with teacher-learning activities. Such a sequence of experiences might be diagrammed as in Fig. 1.

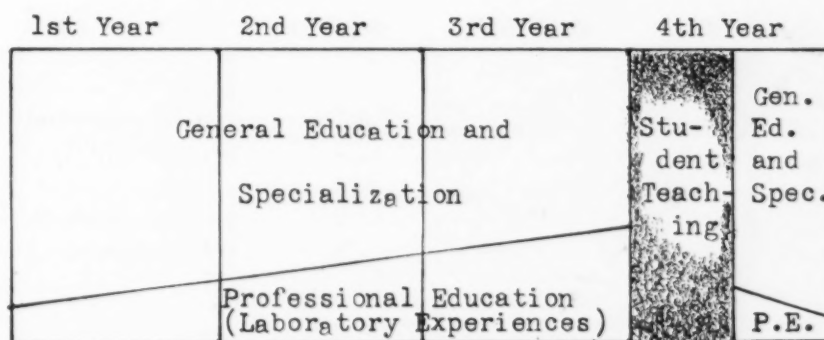
Not only might this student begin his student teaching at a higher level of accomplishment, but he might also be expected to have some experience in many of the aspects of the teacher's job as part of his laboratory work prior to student teaching. Thus, the process of integration for the student might be facilitated and might require a shorter period of full-time work.

On the other hand, a look at other liberal arts college or university programs of teacher education reveals a different allocation of the student's time. In these instances, more likely than not the student is required to spend the first two years of his preparation entirely in the areas of general education and specialization, and his experience in professional education is concentrated in the two final years. The teacher in preparation in these institutions is not likely to have a sequence of direct experiences spread over four years, but rather frequently has these experiences in two years. Such a program may necessitate a longer period of full-time student teaching in order that the student might have time to develop concepts of the role of the teacher in the school and in the community. A common pattern of professional laboratory experiences in liberal arts colleges and universities may be diagrammed as in Fig. 2.

Variety in patterns of time and placement of student teaching in the total program is created also by certain

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Fig. 1
FULL-TIME STUDENT TEACHING AS ONE EXPERIENCE IN A SEQUENCE OF PROFESSIONAL LABORATORY EXPERIENCES



Questions Weighing Heavily on The Minds of Teacher Trainees

G. D. McGrath

*Director of Teacher Education
University of Illinois
Champaign Urbana, Illinois*

It appears evident that training institutions have paid too little attention to the crucial problems and questions held in the thinking of teacher trainees. These questions and perplexed feelings are not unexpected and they follow a somewhat natural



pattern. Our trainees are complaining that, if answers or suggestions of their dilemmas are offered at all, they come too late. This is sufficient evidence to justify a re-examination of our approaches to ascertain whether or not we should rearrange some of the experiences provided in modern teacher education.

The current writer has had the opportunity to ask over a thousand teacher trainees to list the questions with respect to their chosen profession of teaching which seem most significant and pertinent, but which have been unanswered or inadequately treated. Some effort was put forth to distinguish between questions involving theory, techniques, methods, or subject matter content and those of a general informational nature. This study is confined in treatment to the latter. These questions have been collated with the hope that answers might be provided and to learn whether or not any definite patterns of doubts or uncertainties existed in

the thinking of pre-service trainees. The chief purpose in tabulating the frequency of occurrence of questions or problems was to provide a basis for planning for better distribution of information and experiences to students enrolled in teacher training curricula.

During the past four years, a little over one thousand teacher trainees were asked to list the unsolved problems or questions about which they would like additional information, in connection with preparation for teaching. There was little difficulty in tabulating the replies. It is evident that a few of the pertinent questions are, for the most part, passing by us unanswered through any type of planned experiences. Moreover, the situation has changed little within the past year since a rather well established pattern exists with approximately the same findings throughout the period of time during which these replies were collated.

It is obvious that some of the vital questions are destined to become ever increasingly important in the next few years. Others in the list may vary from time to time as conditions are modified. A list of the top fifteen questions or problems of the highest frequency are included herewith along with some rambling statements about them.

1. What are the prospects for obtaining a teaching position in my selected field? Educators have witnessed a rather rapid saturation in

several of the secondary school teaching subjects, to the extent that we are now training many more teachers for some of the commonly known high school subjects than can be placed in these fields. We need to extend the usage of prediction formulas and employ statistical studies to determine probable opportunities for teaching in all subjects during the next decade. Trainees should be kept aware of the developing picture in their fields of choice and advised to consider a change of plans where supersaturation appears inevitable.

2. What amount of starting salary can reasonably be expected? Since this question is largely dependent on the region where a trainee hopes to teach, no definite approach to an answer can be made. It is helpful to supply data relative to average starting salaries for the entire United States, for various states, and for typical cities which will employ inexperienced teachers. The trend of average starting salaries during the past decade is also worthy of note. It appears likely that the salary honeymoon may be over and that teachers' salaries may decline slightly. It is distinctly helpful to know average starting salaries to the end that trainees can plan to maneuver or move to other areas in order to hold the average up as high as feasible.

3. Which areas of school subjects appear most promising in terms of probable placement for the next few years? We do have some definite knowledge about fruitful areas and recommended fields. These include training to teach exceptional children (handicapped children), training to teach in elementary schools, training for many of the vocational subjects such as home economics, and training for special services such as guidance work, etc. Our trainees have a right to expect a running picture of these opportunities as rapidly as new data are available.

4. What are the probable changes which will face trainees as they assume duties in the schools of tomorrow? Although we may not come

universally within close distance of some of the transitions occurring in education, it is best to develop the expectation among trainees that they may be called upon to participate in schools which will have an accent on the common learnings for all pupils, much longer school year terms extended to ten and a half or eleven months, schools with specialized services to meet the needs of varieties of pupils, and schools designed to provide largely for the physical and mental welfare of all pupils.

5. What changes in my teacher education program are in the offing to better prepare for the changes occurring in public schools? Too, often, we are unable to give any tangible evidence of plans for changes, even though much needed. Our thinking should include provision for more and better general education, greater flexibility of requirements, and a refined professional and academic schedule of requirements.

6. What avenues of transition are there to other types of work if I find teaching untenable or am unsuccessful in my work? Psychologically, it is debatable whether or not we should point out alternatives for one who finds teaching an unsatisfactory pursuit. Such an approach might condition an escape mechanism, although, it should be admitted that counseling with prospective teachers might well point out alternative choices to teaching early in the educative experiences. The avenues of escape can be scrutinized after the teacher had become convinced on the job that a change of vocation is imperative.

7. What personal qualities are most needed for probable success in teaching? Our answers to this question must rely on opinions of administrators and upon observation of successful teachers, for we have practically no research which will give us definite answers. It would be helpful to provide occasional round table discussions or forums and panels dealing with this topic through which administrators of public schools, con-

sultants, and those interested in teacher education give us their best ideas.

8. What types and qualities of experiences make for most successful teaching? Until such time as we set up and complete hundreds of experimental programs of teacher education, we shall be unable to state with any degree of assurance that a given set of experiences will provide teachers of specific abilities and competencies. We need to stimulate more experimental programs of teacher education in order to supply these badly needed answers.

9. How can I as a young teacher answer the great social questions which are constantly being brought to attention by pupils, by the citizenry, and by my own evaluation of our culture? Typical of questions included are the following:

a. Have the schools built a better society?

b. Can we justify schools that are not free of cost in all activities for all pupils?

c. How can we predict the social setting a decade hence and train for easier adjustment to it?

d. How can we expedite acceptance of change and make our change orderly and systematic?

e. How can we interpret the importance of great trends such as collectivism, secularism, etc., and make these changes serve us?

f. How can I teach awareness of social realities such as conflicts in our culture, competitors against democracy, and problems of poverty, crime, or social duress?

Educators have been very remiss in their responsibilities by not promoting research and inquiry into such pertinent questions as the foregoing. We can hope only to grope for answers for the present until more light is available on these topics.

10. What services will be available to help me when the going is difficult? We are justly accused in teacher education of virtually cutting the life cord with the trainees as soon as he obtains the coveted degree.

We have failed to provide envisioned follow-up assistance and in-service training to surmount many of the obstacles facing our young teachers. This form of training and relationship is fully as important as many of the pre-service training experiences which we provide.

11. What are some of the suggestions which will help me get along with my fellow teachers and experienced teachers in the system? This question represents the most formidable aspect in the thinking of trainees. Our neophytes are frightened about associating with those of us who have long been in the field of teaching. Perhaps this is a serious indictment against the attitudes exhibited by older teachers. We, as experienced teachers, need to adopt more of a big brotherly, co-pilot relationship with our young teachers. This is a professional responsibility which will pay huge dividends in personal satisfaction.

12. Is the educational profession in serious danger of losing some or many of the gains which it has realized in the past decade? Trainees are concerned about the preservation of gains in such areas as the single salary schedule, professional freedom, economic security, unrestricted wholesome community activity, and more adequate school programs. It is obvious that we shall lose some of the ground we have gained unless we constantly keep our citizens informed about their schools and the need for their continued support of our program. This, plus energetic effort to make our schools pay the dividends the public expects, may preserve most of our hard won gains.

13. Will the schools have an ever increasing obligation and responsibility for training in moral and character education? One of the great dilemmas facing our schools is how best to train pupils to establish value judgments and select the pathway of wholesome adjustment. With apparent diminution of influence exerted by the home and by the Church,

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The Growth of a New Dimension

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In 1920 a new dimension was added to the American living room—radio station KDKA, the world's pioneer broadcasting station, went on the air with programs in the public interest. Educators were quick to sense this new dimension, a dimension not only to the living room but also to the schoolroom. The United States Commissioner of Education urged colleges, universities, and school systems to seize upon the new media of mass communication/education and to make it available to the school pupil. Radio became a part of the American system of education.

At Indiana State Teachers College sporadic attempts were made to use radio primarily as an entertainment medium. It was not until 1934 that a directed effort was made to extend the boundaries of the campus by radio and make the college an instrument of supplementary instruction in schools throughout the Wabash Valley. In the fall of that year, Dr. J. W. Jones, then Dean of Instruction, requested the writer to serve as director of radio activities for the college and to take steps necessary for the organization of a radio service from Indiana State over radio station WBOW, an affiliate station of the National Broadcasting Company. In inaugurating the program, two types of radio service were offered: one type—a series of programs to be broadcast each afternoon, Monday through Friday, to supplement instruction in the classroom; a second type—to motivate pupils in elementary and secondary schools by pre-

senting the pupils as guests in actual broadcasts. Thus were originated the Faculty Series and the Wabash Valley High School Series.

To present the Faculty Series, a plan unique in educational broadcasting was formulated. Each week a committee composed of two faculty members and three students was appointed to serve as a radio committee to present the broadcasts each afternoon. This plan proved to be advantageous for several reasons: almost every member of the faculty participated in the radio broadcast service at sometime during the year; each department was able to broadcast subject matter peculiar to that department; the problems facing the broadcaster quickly became apparent to all participants, who likewise felt an increased appreciation of radio as an educational force; students worked on equal basis with faculty members; and finally, there developed a growing realization of a need for specific training in radio techniques. A primary weakness of the system was the impossibility of presenting a continuous and unified radio program correlated with classroom needs.

In organizing the Wabash Valley High School Series, invitations were sent to principals of twenty-nine high schools in the coverage area of WBOW requesting their appearance as guests of the college in a thirty-minute program to be broadcast each Monday evening at 8:00 o'clock. It was suggested that the program by the high schools feature music organizations, dramatic groups,

and interpret the philosophy of the school to the listening public. The first program on what proved to be the beginning of a continuous broadcast service by Indiana State Teachers College over WBOW was presented on October 2, 1934.

The studio for the broadcasts during the first year was College Hall located on the second floor of the Administration Building. To this point WBOW installed a radio circuit from the control room of the radio station. Since at that time the College owned no radio transmission equipment, each day, about fifteen minutes ahead of broadcast time, a taxi would come from the station having in it a microphone and a line pre-amplifier which, when connected to the radio circuit, made possible the presentation of the broadcast. During the first academic year, 1934-35, approximately 150 programs were prepared and broadcast by faculty members, representing a total of 2,250 minutes of radio time which, when added to the 870 minutes used by the high school series, resulted in a total of 3,120 minutes of air time for the first year of programming over WBOW.

One of the problems encountered by the college in the presentation of the Wabash Valley High School Series was that of entertainment. At the suggestion of Dr. Jones, Mrs. Charlotte Schweitzer Burford, then Dean of Women, and Miss Helen Reeve, Director of Womens Residence Hall, organized girls into committees and, immediately following each broadcast, the pupils from the high schools were taken to the Student Union Building where they were served hot chocolate and cake. Following this light refreshment, college students in charge played games with the high school pupils until the teachers who had accompanied them decided it was time for the pupils to start home.

This plan of broadcasting continued for two years. By the fall of 1936, the programs had proved to be so successful that the studio was moved to the east lounge of Womens Resi-

dence Hall where a piano was available and the surroundings were more acoustically suited to broadcasting. The programs began to be recognized as a significant contribution to the educational life of the schools throughout the Wabash Valley. Forty-four schools were scheduled for broadcasts on the Wabash Valley High School Series during the year of 1936-37.

Not only has these high school programs proved to be exceedingly popular but also they were the underlying cause of an unique rivalry that developed between high schools throughout the Wabash Valley, a rivalry paralleling that found in athletics. Reports came to the college that, when a high school was scheduled to appear upon this program, other high schools which were to appear later in the year listened to the broadcast and then tried to present a better program than their predecessors. An outgrowth of this phase of the broadcast service was that teachers, whose pupils were scheduled to appear on the high school series, came to the campus seeking guidance in the preparation of their programs. Often these teachers brought their groups to the campus for preliminary rehearsal, audition, and criticism—a careful preparation which resulted in well-polished broadcast. Likewise, ad-

ministrators seeking new teachers for their school system came to the campus and asked for those teachers who had either had training in radio or had produced good high school programs. A real need for radio training became apparent. As a result of this situation, it was decided to hold a radio clinic, the purpose of which was to train teachers in basic radio production techniques.

The first Radio Clinic was held on the campus on February 13, 1937. In response to invitations sent to schools throughout the Wabash Valley, over 200 representatives from 30 schools attended this first clinic, an all-day affair. At the morning session, President Ralph N. Tirey welcomed the guests to the campus. Following his address of welcome, Dean J. W. Jones gave a short address in which he sketched the history of the movement and emphasized the gratitude of the college for helpful manner in which the high schools had cooperated in the broadcasts. Mr. W. W. Behrman, at that time manager of the radio station WBOW, talked upon the topic, "What the Wabash Valley High School Series Has Meant to the Radio Station." His talk was answered by two administrators from the public schools, Superintendent Dale Billman, of Sulli-

van, and Principal J. Ord Fortner, of Honey Creek, both of whom spoke upon the topic, "What the Wabash Valley High School Series Has Meant to the High School". The special radio authority-guest for the clinic was Miss Blanche Young, Supervisor of Radio in the Public School System of Indianapolis. At the clinic, Miss Young discussed "How to Build a Balanced Radio Program" and answered many questions concerning good programming.

At the afternoon session of the clinic, a special 45-minute broadcast was presented over WBOW, the purpose of which was to demonstrate to the clinic guests desirable types of radio production. Featured on this demonstration broadcast were those high schools which had presented the best broadcasts during the year. The interview type of broadcast was presented by pupils from Concannon High School under the direction of Miss Mary Ruth Donovan. Mr. John Bright, Director of Music in the Marshall, Illinois, High School, featured a chorus of approximately 25 voices in a demonstration of choral music. To illustrate the part that an orchestra can play in a desirable high school broadcast, members of the Clinton High School orchestra under the direction of Edward McCool gave a program, while the radio play was presented by pupils from Hillsdale, Indiana, High School under the direction of Karl W. Kiger. This first Radio Clinic was so successful that plans were made for an unusual meeting. Widespread recognition of its work appeared in newspapers and periodicals throughout the state of Indiana.

The clinic served another very difficult purpose, namely, it demonstrated the need for a course in radio broadcasting. As a result, in the summer term of 1937, the first course in radio to be offered at Indiana State Teachers College was given. This course was entitled, English 315—Radio Broadcasting, and was offered during the first and second summer terms with daily broadcasts from the campus.



By this time it had become apparent that studios must be constructed on the campus in order to continue a satisfactory radio service. In September of 1937, Dr. Jones informed the writer that limited funds had been appropriated for the construction of radio studios, and that rooms MB7 and MB9 on the main floor of the Administration Building were available. Work progressed rapidly, and on Tuesday afternoon, November 23, the first broadcast, "The Courtship of Miles Standish", was presented. The radio programs from the college now had a permanent home.

In *The Indiana Statesman*, Friday, November 19, 1938, appeared an editorial relative to radio activities on the campus. The editorial said, "Critics were many a few years ago when Indiana State Teachers College began its weekly broadcasts from the college over WBOW; their protests were loud, resounding through the corridors and in the meetings and conference rooms. 'Such "educational" foresight', they yelled and screamed; 'Such unprecedented action', they continued. Today Indiana State is completing the finishing work on the radio studios in the college Administration Building. Are the protests still loud and the comments adverse? Not at all! Are those ex-protestors still calling themselves 'The Saviors of Education'? Not at all! Many of those who were inclined to be doubtful of the merits of this educational venture are now following in line and are included among the most enthusiastic supporters." The editorial then proceeds to congratulate such men as President Tirey and Dr. Jones for their foresight in securing the studios and the new course for the college. The editorial ends "to these people as a group and to each individual of the group, let us extend our congratulations as we boast the modern studios and the fine broadcasts. Let us also extend our congratulations to WBOW whose time and facilities have made the broadcasts

possible. To all of these, we extend our congratulations!"

The publicity attending the opening of the new studios at Indiana State and introduction of radio as a part of the curricular offering resulted in many interesting requests. From the Indiana State Library at Indianapolis came this request from Esther U. McNitt, Chief of the Indiana Division. She said in a letter, "Would you be able to furnish the State Library a copy of your radio scripts? Your work seems to have been of great interest and it would be worthwhile to have a record of it in case you have had it put in any permanent form."

Representative scripts were selected and sent to the Indiana State Library and acknowledged by a card dated January 5, 1938, which read,

"My dear Dr. Morgan:

I want to thank you for the four educational radio scripts prepared in your class of radio broadcasting. We shall keep them as typical of the work in this period.

Very Sincerely Yours,
Esther U. McNitt, Chief
Indiana Division

Another indication of the aroused interest in radio education was contained in a letter from Mr. C. T. Ryan of the State Teachers College in Kearney, Nebraska, in which Mr. Ryan asked information regarding this course being offered by Indiana State Teachers College. A letter from the University of North Carolina, located at Chapel Hill, expressed interest in the new college studio, stating that the university planned a similar studio, and asked for information concerning the technical phases of construction.

Although the first broadcast had been presented in the radio studio in November of 1935, the studio had not been officially dedicated. It was decided that this dedication should be held on February 12, 1938, and with the dedication was to be conducted the Second Annual Radio

Clinic. To this Clinic was invited Miss Judith Waller, at that time Midwestern Educational Director of the National Broadcasting Company.

The dedication broadcast was given at ten o'clock on the morning of February 12. The program went on the air with selections by the a cappella choir of Indiana State Teachers College. Dr. J. W. Jones spoke upon the topic, "Development of Educational Broadcasting of Indiana State Teachers College". This talk was followed by remarks by Mr. W. W. Behrman, manager of WBOW, on, "The Place of the College in the Educational Program of WBOW". President Tirey responded with an analysis of, "The Place of Broadcasting in the Program of a Teachers College". Mr. Horace Capps, then program director of the station, spoke upon the topic, "The Teachers College Hour from the Viewpoint of the Program Director", and Dr. Leslie H. Meeks, Head of the English Department, outlined, "Radio in the English Curriculum". After these brief talks, musical numbers were presented by the a cappella choir, the Posey Township High School band, and the Studio Orchestra, directed by Professor Will H. Bryant. Students in broadcasting of the college gave a dramatization of "The Man Without a Country". Miss Judith Waller, in her formal dedication of the studios to educational radio, discussed the topic "Education by Radio" and congratulated the college and the station upon this pioneer development.

The first month in the new studio saw the introduction of many new ideas. An evening program entitled "The Variety Show" was introduced. The George Peabody College for Teachers at Nashville, Tennessee, invited the college to appear over WSM in a series of programs being presented once a week and featuring colleges throughout the Midwest. Mr. Harry Elder, the registrar, introduced a new series of programs called "The Placement Series". Special broad-

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The School Newspaper—functional Part of the School Program

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Indiana ranks high among the states in the field of education. Yet in one aspect Indiana education has not kept pace with other states, many of which trail the Hoosier state in general educational advancement.

Picture the following scene that may be enacted late next August in an Indiana community.

The principal is concluding his instructions to the new commerce teacher in Yourtown high school. "Your out-of-class responsibility will be to sponsor the school newspaper. It is a mimeographed publication published every other Friday. Since you will have typewriters at your disposal and can probably find a typing student to cut the stencils, you are the logical one to sponsor the paper."

And he might add, "Perhaps next year we can find someone to take over the paper, and you can be relieved of this burden."

It is time to stop apologizing for and attempting to justify the school paper.

No apologies are needed; no justification is required.

What we do need to apologize for and what probably cannot be justified—at least, not often—is the cavalier brush-off school papers frequently receive from administrators and teachers. Also, apologies are needed for assigning the school paper to ill-

prepared or unprepared teachers—to newcomers as an odious chore to be delegated or relegated to another freshman teacher a year or so later.

Too often the commerce teacher becomes the sponsor—the wrong word, incidently—simply because in her room typewriters are available. An English teacher gets the job just because she is an English teacher. The job is assigned even with no more justification than to complete the load of a teacher.

Miss Kathleen Meehan, journalism teacher and adviser of *The Munsonian*, school newspaper at Central high school in Muncie, recently completed a study on "The Status of Journalism in Indiana High Schools." The research has been summarized in the Fall, 1948 *Indiana High School Press Review* and in the January, 1948, *Indiana Teacher*. Miss Meehan's data are for the 1947-1948 school year; excerpts herein are used with her permission.

Miss Meehan sent questionnaires to each of the 790 public and parochial schools on the mailing list of the Indiana High School Press Association. Respondents numbered 331 or 41.9 per cent.

Table I from her study is significant. The number of journalism classes offered in Indiana high schools is much too small. The great majority of these courses are one-semester of-

ferings, usually open to juniors and seniors only. In many cases enrollment is restricted to seniors.

One of the most revealing facts shown in table I is that even though 246 school newspapers were reported, only 91 journalism classes are indicated. Note, too, that more than 60 per cent of these classes are in high schools with enrollments of more than 300.

Table II, also taken from data in the Meehan study, is equally significant. It should be pointed out that in many cases the same teacher is editorial, business, and printing adviser to the school newspaper, but for purpose of the study the figures were reported categorically.

Would administrators favor the same rapid turn-over among all teachers that is apparent among Indiana high school newspapers advisers?

Of the 87 advisers in the 0-100 group, 25 were serving their first year; 26 of the 85 in the 101-300 group were in their first year. Even among the 74 newspaper advisers in the larger schools, 14 were in their first year!

What would you think if 25 per cent of Indiana high school directors of music activities, dramatics programs, basketball teams, and forensics were new, inexperienced, and sometimes uninterested teachers?

Now, what can be done? Here are some suggestions.

Let the administrator find a teacher with a genuine, abiding interest in school newspapering, regardless of the teacher's major field. For example, the social science teacher could be a "natural" for the job, IF he is a person with a real interest in school journalism. If we recognize the newspaper as a social instrument (How can we avoid that?), then journalism and the school newspaper are logically included in the social science area.

Of course, the best answer is to find a teacher with an interest in school journalism plus some preparation in journalism.

The place of the school newspaper
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A College Class Visits the United Nations Security Council

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About the middle of the Spring Term in 1948, President Tirey and Dean Grinnell suggested that it might be desirable to have a student group from the college attend some of the sessions of the Security Council of the United Nations. Further



consideration indicated that such a project should be part of the work of some regularly scheduled class and that it probably would be more satisfactory, from all angles, if the course were offered in the First Summer Term.

Difficulties in scheduling the course, since class schedules for the First Summer Term had already been issued, forced the decision that the project be included in a course already scheduled. For this reason our catalogued course, Sociology 445, "The Sociology of Conflict" was selected.

Normally, from a strictly academic viewpoint such a project should have been offered as Political Science. Due to the conditions under which the project was launched it was scheduled as indicated above. The department has offered the course in "The Sociology of Conflict" regularly for several years. As previously taught it was a course designed to further the student's understanding of the sources, processes, and results of so-

cial conflict in general. Always, however emphasis was given to some area of conflict outstanding during the period in which the course was running. Sometimes that emphasis was on race conflict; often an industrial conflict; and, during the last several years, on international conflict or war. So, while the project was logically one within the area of Political Science, the far-reaching and involved nature of war itself seemed to justify the project as a sociological venture.

Time was limited. We planned to have three weeks on campus and nine days away, allowing four days for travel, this would give five days to attend the meetings of the Security Council. Consequently the instructor departed from the established materials and methods of the course and devoted the three weeks on-campus to a concentrated study of war and organization for peace.

By lectures, readings and reports, panel discussions, and conversation and movies, the group was drilled on the major causes of recent wars. Beyond this an effort was made to understand the various suggestions and organized efforts toward maintaining peace. Much of this latter approach was, of course, devoted to the League of Nations. The organization of the League was analyzed in great detail. What was expected of it; how it actually functioned; and why and how it failed were set forth in great detail. Naturally, all of this

served as a back-drop for an understanding of the role and organization of the United Nations Organization. The enthusiasm of the group, the thorough analysis of the problem, which this concentrated effort made possible, leads the writer to believe that the project would have been worthwhile, even if we had not attended the Council meetings. Certainly the attendance of those meetings would have been far less of an educational experience without our intensive preliminary study.

No small part of planning such a project is that of providing for transportation and accommodations. The instructor was very pleasantly surprised at the cooperation he received in this respect. Railroad representatives and hotel management gave assistance beyond what was expected and this, so far as could be observed, because the group was a *student group*. Apparently "education," "students," "college," are words that have a larger significance in public thought than the writer had imagined.

Six men, including the instructor, and six women made the trip. We travelled by rail with a one-day trip to Niagara Falls. We arrived in New York, Sunday, July 3. Since the Council held no meetings on July 4, the group had two days to explore New York City, one of the truly great sociological phenomena of our times.

To those unfamiliar with the routine it might be said that attendance at the Security Council meetings is by pass only. These passes must be arranged in advance. Then, too, while the Council is in permanent Convention, that is to say, the members are on the ground, available, at all times, sessions are intermittent and not regularly scheduled. It was necessary, therefore, to plan the group's activities one day in advance.

We made our arrangements and went out to the place of meeting, Tuesday, July 5. There was no meeting of the Security Council in the morning but there was an open meeting of the Trusteeship Council. Under the League of Nations colonies

and dependencies had, in the main, been placed under mandates to nations who were members of the League. Under the United Nations such areas are to be governed directly by a division of the United Nations called the Trusteeship Council. We were fortunate in seeing this branch of the organization functioning. The issue up for airing was a direct accusation on the part of the Indonesian Republic that the Dutch, while keeping within the letter of a prior agreement with the United Nations, was, in actuality defying the spirit of the agreement by imposing a blockade of Indonesian ports. The issue was clear cut and the discussion very much to the point. No "punches were pulled!" Apparently, the members were dealing with the issue in an open, frank, almost brutally frank, fashion.

In the afternoon and for the remainder of our stay, we sat in an open meeting of the Security Council. The experience was impressive. The United Nations had imposed a truce in Palestine. That truce was to expire the following Friday and warfare would certainly break out again. For our entire stay the topic of debate was what action the Council should take. We were extremely fortunate to be able to listen in on a topic of such momentum.

The experience was impressive. It was also confusing. One viewed the procedure with mingled emotions. The physical arrangements were not elaborate but they did impress one with their efficiency. The writer found himself thinking: here in action before my eyes is the main part of the only human organization standing between civilization and chaos. The next moment he found himself asking, "Is there *anything standing between civilization and chaos?*" The situation was hopeful—ten delegates from ten nations laying the foundations for world peace. But, the situation was also discouraging. For example, the meeting was formally, but simply and efficiently opened. There was a brief statement as to the agenda

agreed upon for that particular session. After that the British delegate asked for the floor. He stated the situation relative to Palestine. He read a wire from Count Bernadotte. He then asked, in the light of the impending crisis, that the agenda agreed upon be set aside and the Council go at once to a discussion of the Palestine problem. For three hours that august assembly debated—not the issue of Palestine—but procedure. For three precious hours they wrangled over the question whether they should follow the set agenda or set it aside and go at once to this pressing problem. We were seeing in action a world council but it processes were as devious and halting as the deliberations of a faculty committee or a student council or a state legislature. Extraneous issues were dragged in. Deviations from the main theme were introduced and debated. Trivialities were aired—all while the great clock above them ticked on its undeviating rhythm toward human misery. No wonder the question formed itself? "*Does anything stand between civilization and chaos?*"

By something of a mental effort my mind came back and thought overcame fear. After all, here was a group proceeding by the democratic process toward a goal. Where was my faith in democracy? True the procedure was torturous. Certainly it was slow and involved. It is so even among people who are familiar with it. Should we expect more of a new experiment? Should we expect more of men, some of whom were utterly unfamiliar with democratic usage. Does not the central value of democracy reside in deliberation—the meeting of minds? Are there any shortcuts to agreement? On reflection the whole process appeared in a saner light.

Once embarked on the issue all of the debates during our stay were on this one problem of the Palestinian Truce. One sensed the feeling that universally the delegates considered the matter a crucial test of the United Nations Organizations.

They seemed to feel that unless constructive and positive action were taken the entire scheme would be what the League became after Italy's invasion of Ethiopia. This observation was justified for in the last session before our departure the Council voted unanimously to extend and enforce the truce in Palestine.

Most of the details of the group's experience must be left out of a brief account. This is unfortunate for the details often add up to something significant. It was a thrill to see in person, men of national and international import. The entire system of translations used in each session was fascinating, as well as effective. It was a real experience to meet the many nationals who serve as clerks, librarians, etc. at the Council's headquarters.

Then, too, some phases of an experience of this type often escapes one's verbal ability. The writer has always maintained a close personal relationship with his students but never as close as this project permitted. To plan the details of the day with the entire class; to plan together for recreation; to take meals together; to converse informally over trifles or matters of moment, together, all of these were experiences which could not but influence any teacher.

It would be an error to overestimate this project as a teaching method. Obviously it is not feasible for the most part. One could also easily overestimate what the student learns. It is to be doubted whether these students got from the trip alone great insight into international machinations. They did get, however, a tremendous interest. To my knowledge three of them now subscribe to papers that carry a much larger scope of international affairs than their local papers afford. They did get a certain "feel," a sense of the nearness and reality of what is transpiring. In this sense this type of project is invaluable for without orientation, purpose, and interest, knowledge becomes a sounding brass.

Abstracts of Unpublished Master's Theses

Hall, John N., *A Survey of the Radio Listening Habits of the Rural Audience of Christian County, Kentucky*.

Problem. The study was undertaken with a twofold purpose: first, to determine the content of a program dedicated to the interests of the rural audience, and second, to ascertain the appropriate time of day for the broadcast.

Method. A questionnaire was submitted to pupils in the second and fifth grades of the four white consolidated county schools. The pupils were instructed to carry the questionnaires home to be filled in by their parents.

Findings. Results were tabulated on the basis of 135 questionnaires. The tabulations indicate that the most popular listening time for a radio program dedicated to the rural audience is between 12:00 noon and 1:00 P.M.; second choice, the hour 5:00 A.M. through 6:00 A.M.

The farm radio program content items for the rural audience in order of preference for total respondents were found to be:

Weather reports
Local Farm News
Livestock market reports

Folk music
Sacred music
Tobacco market reports

Farming hints
Homemaking hints
Spiritual music

Grain market reports
Time signals
Popular Dance music

State farm news
National farm news
Humor

General Hints
Vocal music
Classical music

Marcinko, Joseph M. *A Survey of Current Practices in Judging Debate*

and the Formulation of a Model Ballot. August, 1949. 55 pp. (No. 643).

Problem. The purpose of this study was (1) to learn through a survey of the literature in the field, and from a questionnaire, on what grounds a majority of college debate judges, representing all sections of the United States, agree in judging debate; and (2) to compare all ballots used for judging debate in various sections of the country, checking points of agreement and disagreement looking to the preparation of a model ballot.

Method. The two methods of research used in this study were the historical and the survey. One hundred and twenty-five questionnaires were sent out to a selected group of forensic personnel representing every state in the United States. This group of debate coaches and other qualified speech instructors were asked to rate certain characteristics, usually found in all debates, according to order of importance. They were also asked to return any or all debate ballots currently in use in their particular section of the country. Eighty-eight questionnaires were returned from thirty-six states and the District of Columbia. This information was carefully analyzed and classified.

Findings. The overall per cent of return from the questionnaire was 70.4 per cent.

The problem is one of national interest as 64 per cent of the respondents were interested in the findings of this study. Many persons in answering the questionnaire submitted written comments to the effect that the problem under consideration was certainly one which merited national recognition.

From the questionnaires, there was no evident trend toward more uniformity among debate coaches for judging debate.

There is still a wide diversification of opinion among competent speech instructors as to just what character-

istics are most important in judging debate. Disagreement exists even among debate coaches in the same institution as was evident in the questionnaire returns. In the final tabulation the points listed in the questionnaire were rated in the following manner: (1) Analysis, (2) Reasoning, (3) Evidence, (4) Refutation, (5) Delivery, (6) Adaption, (7) Attitude, and (8) Voice.

No other studies of a similar nature were found for the state of Indiana.

College debaters and debate directors *en masse* have voiced their sentiments that without exception, the best debate judging is done only when debate directors judge the contests.

Essentially, from the review of literature, there was general agreement among debate directors and students of debate that more uniformity is desired in improving college debate judging.

Finally, because more and more debate coaches are becoming increasingly concerned over the lack of uniformity in judging debate, and because debaters are voicing their disgust due to inadequate judging, it appears, in the main from the review of literature, that there is a trend toward actually doing something about standardizing debate judging.

Fisher, Margaret Noelle, *Systematic Vocabulary Development as a Contributory Factor in Achievement in Social Studies*. April, 1949. 76 pp. (No. 623).

Problem. This experiment was planned to secure data to determine the value of a systematic program of vocabulary development in the social studies and the relative importance of the program to achievement in the social studies.

Method. The experiment was carried out with two classes of the 5th grade in the Meridian School in Brazil, Indiana. Twenty pupils participated in each group. Groups were equated on the basis of scores obtained from the administration of the Kuhl-

mann-Anderson Intelligence Test for Grade V.

The general method of teaching was the same in each group. The difference in teaching procedure occurred only in the development of vocabulary in the social studies. The development of vocabulary included general and technical words from the units of study in the social studies.

The experimental group was given specific vocabulary help before and during the assimilative period of reading.

The control group received no guidance in vocabulary, except as the individual pupil asked for help. Word meaning came from the context alone.

Data were obtained from the administration of informal tests in social studies and two different forms of standardized tests in vocabulary and social studies.

Findings. From the data secured from the administration of the informal unit tests, there is evidence that the pupils of the experimental group gained much more than did the pupils of the control group. Indications are that direct and systematic vocabulary development was effective in securing growth in achievement in social studies.

Data secured from the administration of comparable forms of standardized vocabulary tests showed that gains were greater than normal expectation in the experimental group and below normal expectation in the control group. Again, there is indication that specific vocabulary development promotes greater growth in word meaning than the indirect method of vocabulary development.

Data secured from the administration of comparable forms of standardized tests in history and geography and reported in terms of average grade equivalents, showed significant gains in favor of the experimental group. Growth in achievement for this group was more than twice the normal expectation. From this evidence, indications are that gains in general information made by the experimental group were significantly

high, even though the instructional program emphasized specific rather than general areas of learning.

As indicated in the preceding findings, significant gains in achievement in social studies by the experimental group seem to lead to the conclusion that systematic vocabulary development, general and technical, in the social studies is a contributing factor to gains in achievement as measured by the tests.

Ayers, Geraldine. *A Reading Program for the Children in the Primary Grades of the Montezuma Grade School, Montezuma, Indiana.* August, 1949. (No. 647.)

Problem. Some time ago our teachers at Montezuma were faced with what seems to be a rather common problem: the inability to read on the part of many pupils. This study was undertaken in an endeavor to discover the status of reading in the primary grades of our township school.

Method. First, by means of standard tests, the reading ability of these children was determined; second, the difficulties and shortcomings of the pupils were discovered by testing and examination; third, a careful study was made of the handicaps such as unfavorable physical conditions, home environment, and social contacts; fourth, in conference with the primary teachers, steps were taken to improve conditions wherever possible and to eliminate bad reading habits, whatever their cause; fifth, teachers were urged to give reading its full share of time, attention, and effort so that the children might receive added stimulus and encouragement; and sixth, near the end of the school year, the results of this study of reading were determined by the administering of standard tests to all the pupils for the purpose of evaluating the improved reading methods of the present day.

Findings. The testing program indicated that the total number who were doing poor reading work for various reasons were as follows: first grade, four; second grade, four-

teen; third grade, two. A careful check of the testing program results shows that of the 80 pupils in this study, 60, or 75 per cent, have been brought practically up to standard. The benefits of the study do not belong to the children entirely; the teachers participating in the work, by the examining of more recent books on reading, and discussion, as well as articles from many sources, have a firmer grasp of the techniques of teaching reading than they had previously. The writer is convinced that a testing program in reading, if carefully followed up, is of great importance and benefit in the teaching of reading.

Gilbert, Opal A., *A Study of Student Withdrawals from the Union Hospital School of Nursing During the Eleven Year Period 1935 to 1945 Inclusive.* July, 1949. 66 pp. (No. 639)

Problem. It was the purpose of this study (1) to determine the reasons why students withdrew from classes which had been admitted to the Union Hospital School of Nursing during the eleven year period, 1935 to 1945 inclusive; (2) to analyze the implications of these reasons for the Nursing School Faculty and others interested in minimizing withdrawals from the school.

Method. Data for this study were obtained from the student withdrawal files in the office of the Director of Nurses at the Union Hospital School of Nursing. The major portion of data was collected from the Student Withdrawal Record which is kept in the individual folder of each student who withdrew from the school. The information collected about each student was recorded on a 4 x 6 card. The cards were then classified according to the year the students entered the school. Data from the cards were transferred to a master sheet from which the various tables for the study were compiled.

Findings. There were 408 students admitted to the Union Hospital School of Nursing during the eleven

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Rickett-English - - -

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in the seventh and eighth grade classes. In their English classes, letters were written to all the seventh and eighth grades in the public and parochial schools inviting them to the matinee performance. The children also planned and set up the program for the printer. The posters used in advertising were made in the art classes and the cover used on the program was designed by an eighth grade girl. The children worked with the art director on the design and construction of the set. The hornpipe dance used in the operetta was first learned by all the children in the physical education classes.

All these activities were of great value to the student teachers working directly with the children and of special interest to the Senior Seminar students in General Education as an example of close relationship between regular classroom work and what is often thought of as extra-curricular.

The College Children's Theater has its own program on the local AM and FM radio station each Saturday morning. Interviews and adaptations from the story and songs were aired on the Saturday before and the Saturday following the stage performances. We feel this to be a major contribution toward a greater appreciation of the relationship of radio to the arts of music and drama. Everyone involved in the "Pinafore" production in any way has grown immeasurably in understanding of the art of theater, generally, and in a part of the heritage of the English-speaking world.

Shall we have another cup of coffee?

Muse - - -

(Continued from page 49)

reference to accomplishing ends which involves judgment and choice. Emotionally, it means a sensitiveness

to the interests and ideals of others. There must be control to the spontaneous instincts and impulses. The ability to be intellectually and emotionally moral requires practice, and the school will accept its responsibility to provide this practice. The school will enable the learner to understand morality as an aspect of life that involves the whole of it. Morality is not a matter of duty. It is the fruits of right conduct and is acquired through experience. In all moral action there is a conflict of interests. The question is what to do. Choice must be made. The answer is not found in external rules but in bringing principles of action to bear upon the situation so as to find out what is good. Standards are instruments to be used to help one to be increasingly intelligent. They are aids to intelligence, not substitutes for it. Moral thinking delays action and makes a demand upon imagination. It makes evident the likely consequences of action. It is more than a process. It is an inquiring attitude that is both intellectual and moral.

13. Enable its teachers to re-make their professional values in terms of the democratic way of working together. The teachers will elevate a central concern about education for all above fragmentary loyalties and narrow political interests. In all associations teachers will spread concern for the democratic way of life and will consciously encourage individuals to make intelligent choices as issues and conflicts arise. Teachers will find professional satisfaction in encouraging collective procedures to bring intelligence to bear upon the creation of values and the protection of individual interests.

14. Assume its responsibility for the in-service education of its teachers and, through example, for the pre-service observation and participation of prospective teachers. Schools will make progress in their efforts to exemplify democratic living when the recruits to the profession are skilled in this art. Prospective teachers will approach the field situation skilled in democratic values when, through

observation and participation, they have seen demonstrated the techniques of human association which introduce democratic qualities into relationships. The educational experiences of teachers will include provisions for responsible participation in varying community activities. Provisions will be made for inter-institutional visitation and cooperative activities. Values and procedures will be subjected constantly to examination and reconstruction in order that teachers may bring an examined philosophy to their task.

In summary, it may be said that the primary purpose of the public school is to enable the learner to understand functionally the meanings and implications of our democratic way of life. To effect this purpose, the school should project a type of organization that utilizes democratic processes to realize its ends. It should, through example, define democracy as a flexible way of life that pre-supposes faith in the intelligence of the individual; that places particular emphasis upon the worth of the individual and equal opportunity for him; that emphasizes cooperative planning, inquiry, and effort for the purpose of achieving common objectives.

As a cooperative agent with other agencies, it should provide pupils with learning experiences which are conducive to the maximum development of the individual and of society of which he is a part. Such a procedure embodies the discovering of individual interests and capacities; the developing of the ability to think intelligently; the encouraging of worthy attitudes, habits, and appreciations; and the understanding of crucial problems of human relationships. The individual and social development of the learner makes imperative the use of educational experiences which afford guidance and range for the development of individual capacities and which use democratic processes in all areas of school life. Pupils must learn to think intelligently, to tolerate differences of opinion, to accept and abide by ma-

jority decisions, and to work cooperatively for the good of the group. In this way education becomes the process of consciously pushing forward the continuously expanding spiral of individual and social growth.

Lindsey - - -

(Continued from page 51)

tain requirements set up by state boards and by individual institutions. In some instances, the total time allotted to professional education in the program is so small that in order to provide for any period of full-time laboratory work, it becomes necessary to crowd almost all of the professional education into one semester or two quarters of the four-year curriculum. Institutions planning for student teaching within such a framework, find block scheduling advantageous. For example, one university is at present experimenting with a concentration of professional education for secondary majors in one semester, as in Fig. 3.

In this university, one semester of the senior year is devoted entirely to professional education. One nine-week period is used for an integrated course including psychology, principles, philosophy, and so on. During this period, students are provided many opportunities for participation in school situations. The other nine-week period is devoted to full-time student teaching in an off-campus school where the student lives in the

community and participates as widely as possible in all the major activities of the teacher in school and community.

Quality of Student Teaching Activities

Consistent with trends in evaluation and accreditation, Standard VI does not set up a specific pattern for student teaching nor specific quantitative requirements to be met by all institutions and all students. Emphasis is placed, rather, on the quality of the experience. This is as it should be, for it is obvious that mere accumulation of a large number of hours in student teaching does not insure the best experience. It is to the qualitative aspects of student teaching that one must look for genuine improvement in that program.

What factors characterize the student teaching program which might be said to have high quality?

1. *The placement, nature, and extent of student teaching are determined on the basis of individual interests, needs, and abilities.* Each Student enters upon the experience at the time that is best for him in terms of his individual development. The particular activities in which each student engages are based upon his own needs. The removal of each student from the student teaching situation is made in the light of the student's readiness for it as well as with respect for what is good for those involved in the situation—children and teacher. This means that while

there may be some experiences which are good for all student teachers, in general there is no set pattern of experiences for all students and no set time in the four-year program when all students engage in student teaching.

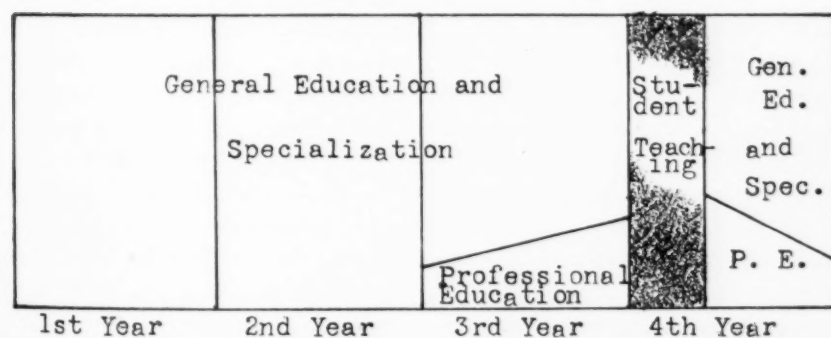
2. *Guidance of student teachers is at all times consistent with accepted principles of teaching-learning situations.* All aspects of the student's development are considered. The student shares continuously in setting up his purposes, in planning his activities, in evaluating his progress. Emphasis is placed upon helping the student to build educational principles which may guide him in all of his work, helping the student to be concerned with the "Why" behind teaching procedures, and helping him to increase his understanding of principles in action.

3. *Opportunity is provided for the student to participate in the many and varied activities of the teacher.* The student teaching program provides opportunity for the student to take responsibility in a variety of activities within the classroom, in some extra-classroom activities related to the educational program of a given school. The student's participation in these activities is cooperatively planned on the basis of the student's needs and abilities by the student and the classroom teacher with whom he is working. Adequate and sound guidance is available to the student at all times during these activities. The student is helped to evaluate his participating in these activities, to integrate his learning as a result of them, and to generalize principles of action for future use.

Among those activities in which a student may be expected to participate are: *intensive study of learners as a basis for planning with and for them— study of records of all kinds, parent conferences, home visits, observation of children under a variety of situations, community study; cooperative work with school staff members— on instructional problems, on community relationship problems, on*

Fig. 2

FULL-TIME STUDENT TEACHING IN PROGRAM OF TWO YEARS GENERAL EDUCATION FOLLOWED BY TWO YEARS PROFESSIONAL EDUCATION



group living problems; cooperative work with administrative and supervisory personnel — through faculty meetings, through participation in record keeping, through participation in policy formation. The student teaching program of high quality is one in which the student becomes a respected, participating member of a professional group as he gradually increases his share of responsibility in many different activities of the teacher.

4. The student teaching experience stimulates in the student a sense of belongingness to a professional group of which he can be proud and to which he is responsible for making a positive contribution. Those guiding the student during this period exemplify faith in education and a feeling of responsibility in determining the direction education shall take in a democracy. The student is helped to build similar attitudes through shared experiences with members of the profession.

Problems To Be Met in The Student Teaching Program

Looking ahead to a time when many student teaching programs will have among other qualities those referred to above raises some serious problems in the minds of those teacher educators responsible for planning the student teaching experience in the total pre-service program. One of the most troublesome of these problems is that of locating physical and human facilities of the extent and kind which will be needed to insure all prospective teachers a high quality student teaching experience. It is apparent at the present time that many public school facilities will need to be used. Professional personnel of these schools will need much help in developing desirable attitudes toward and concern for the pre-service education of teachers. They will need help, too, in developing the skills and techniques for working effectively with student teachers.

Experimentation in the extension

Fig. 5
EXPERIMENTAL PROGRAM OF FULL-TIME STUDENT TEACHING IN ONE UNIVERSITY (Secondary Education)

General Education and Specialization			Integrated Course	Student Teaching	Gen. Ed. & Specialization
1st Yr.	2nd Yr.	3rd Yr.	4th Yr.		

of facilities is being carried on in many institutions of the country. A positive and direct approach to in-service education of cooperating teachers is now considered an integral part of many college programs and is being effected through such procedures as workshops, seminars, extension courses, and conferences. A very significant amount of study is being done at the present time to determine criteria for selection of off-campus centers for student teaching and the nature of contractual agreements with school corporations.

Another problem of concern as one looks ahead at the student teaching program is that of defining in general what experiences actually contribute most to the development of good teachers for our times. Once these experiences are defined, there remains the problem of where, when, and how they shall be provided in the total program. On the basis of what is now known theoretically and factually about desirable experiences for the intending teacher, many college staffs are engaged in research and experimentation through which they hope to discover more adequate information on what should be the nature of all the professional education of teachers and, particularly, how this professional education should be planned within the total program.

Such study should result in positive suggestions for the student teaching

There are numerous other problems encountered in an attempt to improve the student teaching program. There is a serious shortage of college teachers who are sufficiently interested in the teacher education program. A serious shortage is to be found also in persons with special interest and education in guiding student teachers. Since a desirable program calls for continuous guidance of students, and such guidance demands staff time, there is the problem of financing the student teaching program and this problem increases in magnitude as one looks ahead.

Nevertheless, a look ahead at the student teaching program in colleges and universities over the country is most encouraging and stimulating. The quality and quantity of experimentation now in progress insures improvement in the program. The serious concern of many educators in this area cannot but result in better experiences for student teachers. It will be interesting twenty years hence to look back and discover that the problems which seem insurmountable today are a matter of history and appear quite insignificant in the progressive development toward better programs of student teaching.

McGrath - - -

(Continued from page 53)

it is evident that the schools must assume some of the task of training for moral and character development.

14. What diagnostic ability will I need to plan my classes to meet actual pupils needs? Our trainees feel inadequately trained in the very vital aspect of gearing instruction and content to the functional needs of pupils.

15. What will the community expect of me in connection with participation in non-school enterprises? The old fear of having to walk circumspectly, sing in the choir, serve as a scout leader, and perform a host of other similar functions still persists. Although educators, in general, suggest that teachers should blend well into community life and participate freely and optionally, there is abhorrence of pressure or coercion to obtain participation by teachers.

16. What are the future requirements of the profession, the possibilities for advancement, stability and security, and probable restrictions on building a happy home life? These problems should be faced quite frankly so that trainees do not go into the profession with expectations which cannot be realized. It is logical that teachers will be expected to continue graduate study on some scale or other indefinitely. The possibilities for advancement are somewhat limited, while stability and security are quite adequate. The restrictions for happy home life are imposed largely by the necessity of conflicts caused by professional activities, through taking advanced study simultaneously with teaching responsibilities, and through economic restrictions where salary levels are not adequate.

It is reiterated that these problems do not constitute anything new for the educator. He has been aware of them for long decades. But the fact that they persist in the thinking of trainees is ample justification for redoubling our efforts to see that all possible information is supplied our

trainees. Where information is not available, research and investigation should be instituted to supply the answers. This information should not be distributed with the intention of frightening people away from teaching, but rather to create an awareness of the opportunities and limitations in the hope of preparing a better satisfied teacher on the job.

Recommendations to meet the situation are both simple and obvious. They can be summarized briefly as follows:

1. Utilize opinion and question surveys among the trainees frequently to learn of areas of difficulty which can be alleviated through more information.

2. Provide a newsletter for trainees to periodically supply additional information, pose problems which they must face, and develop and interchange of opinion.

3. Make better usage of campus laboratory schools for demonstration, research, preliminary student teaching experiences, observation, and contact with pupils in school sponsored activities.

4. Supply counsellors or advisors with information relative to the questions uppermost in the minds of trainees, and give them time for frequent consultation with students.

5. Redesign some professional courses to treat appropriately the questions puzzling our trainees.

6. Improve teacher training curricula to provide more flexibility, more general education and more creative activities.

7. Inaugurate admission criteria for student teaching with greatly improved student teaching programs the ultimate goal.

8. Set up extended inservice assistance and follow-up programs with possible supervisory assistance during the first two or three years of teaching.

It is not presumed that all training institutions are failing to provide essential information, but it is asserted that each institution should be cognizant of such a possibility and take

steps to counteract possible weaknesses. We cannot expect our trainees to maintain a wholesome attitude toward their tentatively selected profession if we fail to keep them informed to the best of our ability about the vital facts of education.

Morgan - - -

(Continued from page 56)

casts of interest to the alumni were presented. One of these was a re-enactment of the college fire, the fire which destroyed the main building of the college. This broadcast was presented in conjunction with a special convocation which commemorated that horrifying event. New equipment added to the studio included a recorder, the first recorder to be in operation on the campus.

Recognition continued to come from many sources. On July 31, 1938, the *Washington (D.C.) Post* recognized the work of the college in an article concerning educational broadcasting. At a radio education conference held in Louisville, Kentucky, in October, 1938, Dr. John W. Studebaker, United States Commissioner of Education, paid high tribute to Indiana State Teachers College program of education by radio. "Radio Guide", national periodical, gave credit to the radio work of Indiana State Teachers College in articles appearing on December 31, 1938, and on March 25, 1939.

The year of 1939 witnessed further developments in radio activities at Indiana State Teachers College. A series of transcriptions entitled "History in the Making" was begun. These transcriptions of world important events included the speeches of Adolph Hitler before Reichstag, the eyewitness accounts of the visit of the King and Queen of England to Canada, the addresses by Winston Churchill both before and during the war, the addresses of President Roosevelt, the complete story of the invasion, and the signing of the peace.

On May 15, 1939, the third and

last Radio Clinic was held on the campus. One hundred thirty-four representatives from 19 cities from 3 states were registered at this conference. The work of this clinic was supplanted by the Radio Workshop, a course offered for the first time in the summer of 1939, and continued annually as a regular summer course of the Radio Division. In this year the college received a grant from the United States Office of Education, the purpose of which grant was to conduct an adult educational program. This grant resulted in a series of evening broadcasts entitled "Parents and Teachers Speak". Also in this same year, the United States Office of Education released a book written by Dr. Leonard Power entitled *College Radio Workshops*. Indiana State Teachers College was one of four colleges in the United States selected for recognition in this publication.

Curricular developments kept pace with the growing broadcast service. English 315—Radio Broadcasting—was continued as a course during 1937 and 1938. By 1939, the College Catalog listed the following changes in course offerings. English 315 was listed as "The Use of Radio in the Classroom" and was offered by extension. The Radio Clinics, as suggested in an earlier paragraph, had been so successful that they had been supplanted by a regular course offered each summer, a course primarily for in-service teachers who were presenting the Wabash Valley High School broadcasts. The course was entitled English 316—Radio Workshop. The course originally titled "Radio Broadcasting" had been expanded into four courses: English 317, Introduction to Radio Broadcasting; English 318, Radio Speech; English 319, Radio Writing; and English 320, Radio Program Production. Graduate work was offered in each of these courses.

With the creation of the Speech Department in 1939, the work in radio was separated from work in the field of English and made a part

of the Speech Department. There was created at that time the Radio Division of the Speech Department. Those courses which had been offered in English now were transferred under the same number to Speech.

Thus, by 1939, Indiana State's new dimension—radio—was established and recognized as a growing unit of a nationally recognized teacher training institution. Space does not permit a detailed discussion of the yearly developments in programming and service to the schools and citizens of the Wabash Valley. This story of service is told in the Annual Reports prepared each year by the Director of Radio and placed in the College Library and in the office of the Dean of Instruction, Dr. J. Erle Grinnell. Broadcasts are now (1949) presented on both WBOW-AM and WBOW-FM. During the academic year 1947-48, a total of 538 programs were presented, totalling 6,596 minutes of radio time. Following is the broadcast offerings for 1948-49:

Monday—11:30 a.m., "For Parents", Miss Wenonah Goshorn; 1:45 p.m., "Fun with the Strings", Mr. James Barnes.

Tuesday—11:30 a.m., "Stairway to the Stars", Mr. James Boyle; 1:45 p.m., "Guidance Guideposts", Miss Helen Ederle.

Wednesday—11:30 a.m., "Peter Rabbit News Service"; 1:45 p.m., Science Series, Dr. William P. Allyn.

Thursday—11:30 a.m., "Places in the News", Dr. David Koch; 1:45 p.m., "We the Students Speak", Dr. Cloyd Anthony and Dr. Eugene Dyche.

Friday—11:30 a.m., "Choral Music", Sinfonia, Sigma Alpha Iota; 1:45 p.m., "Story Princess of the Music Box".

Daily—11:57 a.m., Weather Analysis, Dr. David Koch.

The new dimension of educational radio is continuing to grow both at Indiana State Teachers College and in other colleges throughout the United States. Over thirty former students of the Radio Division are working in the field of radio today. Radio units are growing in Abilene Chris-

tian College, Abilene, Texas; Henderson State Teachers College, Arkadelphia, Arkansas; Greenville College, Greenville, Illinois—all lead by State graduates. Voices heard over national networks carry the new dimension of Indiana State. New courses in radio directing and engineering will send better trained radio students into educational radio fields. New studios to be completed in 1950 will enlarge further the services of the new dimension—radio.

Bash - - -

(Continued from page 57)

is assured. Having recognized that fact, we now need to go a step further and grant to the student publication its proper stature.

It is not a toy or a fetish for youngsters who have seen too many newspaper movies and who are taken with the Hollywood myth about newspapering.

It is not something to be tolerated. Rather it is a genuine and valuable instrument for good in the school. By it and through it boys and girls receive many opportunities for vocational exploration. Through the school newspaper they may find the sort of work in which they achieve satisfaction and for which they have some talent. And, just as important, through the same process they may find that journalistic work is not for them.

The school newspaper goes far beyond being an instrument for teaching journalism. The paper should provide an outlet for the creative work of students in any department. Through the disciplines of writing for print, youngsters approach semantic proficiency; there is no gainsaying the need for effective communication for understanding our fellows from the classmate level up to and including the level of international negotiation.

Further, through these same disciplines high school staffers can develop qualities of character and traits of personality which subordin-

TABLE I
JOURNALISM ACTIVITIES IN INDIANA HIGH SCHOOLS

Enrollment	Respondents	Newspaper	Yearbook	Handbook	Magazine	News Bureau	Journ. Class
0-100	144	87	63	4	0	--	15
101-500	110	85	73	18	3	--	23
500	77	74	70	44	6	--	55
TOTAL	331	246	206	66	9	50	91

TABLE II
ADVISER'S AVERAGE TENURE

Enrollment	Editorial	Business	Printing
0-100	3.1 years	2.9 years	2.8 years
101-300	3.3 years	3.2 years	3.4 years
300	3.8 years	6.7 years	9.7 years
Average	4.1 years	4.5 years	5.3 years

ate their personal urges to the achievement of goals through common effort. Practical, meaningful democracy at work!

The school newspaper is in no way a professional publication, nor is it a professional proving ground. Still, effectively used, it is invaluable to the school publicity-wise. There is no more logical or ready medium for interpreting—call it selling, if you prefer—the school to the public, to the patrons, the pupils, and the teaching staff.

Last, having granted the school paper the stature it warrants, let school administrators give evidence of such recognition. The paper should now be recognized as a co-curricular or allied-curricular activity.

The student newspaper has progressed beyond the realm of extra-curricular activity, and to students doing creditable work on the staff, academic credit should be granted.

Granting of such credit would be no new departure; parallels can be found in the credit given for work in chorus, band, and athletics.

The school newspaper long ago

came of age. Now is the time to recognize its majority by providing it with interested, trained supervision, by using it not as an adjunct but as a part of the school program, and by granting scholastic credit for meritorious staff participation.

Abstracts - - -

(Continued from page 61)

year period studied. Of that number, 254 students, or 62.25 per cent, were graduated; 154 of the students admitted, or 37.74 per cent, withdrew from the school before completing the course.

The per cent of students withdrawing from the school ranged from 25 per cent for the class admitted in 1935 to 66.66 per cent for the class admitted in 1945.

It was found that 95 students, or 61.68 per cent of the total withdrawals for the eleven year period, withdrew within the first year in the school.

Seventy-one students, or 46.10 per cent, withdrew during their first six months in the school; 24 students,

or 15.58 per cent, withdrew during their second six months in the school; 44 students, or 28.57 per cent, withdrew during their second year in the school; 15 students, or 9.75 per cent, withdrew during their third year in the school.

The reasons given for withdrawals fell into ten major categories. Ranking in descending order these were: Marriage, Failure in Classwork, Personality and Temperament Unsuitable to Nursing, Health, Disappointment in Nursing as a Career, Failure in Classwork and Nursing Practice, Home Responsibilities, Afraid Nurses Would Be Drafted, Death, and Lack of Finance.

When the percentages of withdrawal from the Union Hospital School of Nursing were compared with the percentages of withdrawal for the nation as a whole it was found that for five of the eleven years, the per cent of withdrawals from the Union Hospital School of Nursing was lower than the per cent of withdrawal for the nation as a whole. For six of the eleven years the per cent of student withdrawals from the Union Hospital School of Nursing was higher than the per cent of withdrawals for the nation as a whole.

Dowdy, Lewis C., *The Organization of the Guidance Program in Fairfield High School*. August, 1949. 53 pp. (No. 620).

Problem. It was the purpose of this study to review the literature pertaining to the organization of guidance programs in small high schools, to make personal visits to five Negro high schools in order to obtain information relative to the type of guidance services offered in these schools, and to survey the newly organized guidance program at Fairfield High School with a view of making recommendations for improving the program.

Method. The data collected in this study were mostly firsthand information. With the writer's own knowledge of the locality and information

secured from the Chamber of Commerce, a brief description of the community was written. A review of the literature found in books and periodicals pertaining to guidance programs in small high schools was made. Personal visits were made to five Negro high schools to secure information concerning the guidance programs in these schools. Other information relative to the school, the plans for organizing the program, the philosophy, the administrative and guidance personnel, the type of counseling, the tests and records used, and the community aids were secured from the minutes of the guidance committee meetings and the writer's personal knowledge of the program.

Findings. It was concluded that in small school systems the organization of the guidance program was simple and such that could be administered with a minimum of time and effort. The organization plan at Fairfield High School included the principal as director, a guidance committee, six organized homerooms, a dean of girls and a dean of boys. The philosophy and objectives were formulated by the entire faculty. Only two types of standardized tests had been used, the Stanford Achievement and the Otis Quick Scoring Mental Ability Tests. Although the permanent record cards were considered inadequate, no attempt had been made to revise them. The home-rooms played the most important role in individual and group counseling of students. More than half of the staff members did not have enough preparation in the field of guidance to render maximum assistance in the program.

On the basis of these conclusions, it was recommended that in-service training be continued to aid teachers in becoming more expert in the field of guidance; that more extensive use be made of parents and students in planning for guidance services; that more standardized tests and inventories be used in the program to help in the individual analysis of students; that the permanent records be revised to meet the needs of the guidance

program; that avocational guidance, a diversified-occupations program, and guidance for out-of-school youths be included in the program; that greater emphasis be placed upon the placement and follow-up phase of the program; that one member of the staff be expertly trained to serve as part-time counselor; and that the program be evaluated frequently and revised as the need arises.

Hamilton, Lottie Mae Tierce, *The Development and Evaluation of an Experimental Reading Program (Readiness) for Visually Handicapped Children*. August, 1949.

Problem. This was the study of the development and evaluation of an experimental reading program for a group of visually handicapped elementary school pupils as contrasted and compared with a standard or regular reading program for a control group of similarly handicapped pupils. The problem was to explain the two programs, to note their method of application, and to determine their respective results.

Method. In a Southern urban negro school two groups of five visually handicapped first grade pupils with comparatively similar mental and

chronological ages and degrees of visual deficiency were given reading programs of ten weeks' duration. For the control group the regular method of teaching reading was used. For the experimental group an experimental method emphasizing free play, muscular activity, auditory stimuli, and sight-ease materials was employed. At the end of the period Pressey Reading Readiness Tests were administered to determine the comparative degree of progress toward reading readiness made by each group.

Findings. The results of the comparison as a whole show that of the children in the control or standard-method group, four showed no improvement in reading readiness, whereas in the experimental group four of the children showed improvement ranging from slight to considerable in degree. The number available for experiment was so small, however, and external factors in some cases so significant that the only definite conclusion which may be drawn from this study is that, in this experiment at least, the standardized or orthodox method of teaching reading to the visually handicapped is unsuccessful.

Request

Oh Lord, who made this golden day to share
This meadow lark to sing, this field to bloom,
These trees to scent the gold-diluted air,
Please give my filling heart abundant room
That I may love each blessed gift from Thee:
The gold-streaked butterfly on purple phlox;
The humming bird; the thrush; the chickadee;
Tall daisies; white alyssum low on rocks.
And let me not forget the solemn dirge
Of angry sea or dripping woods in rain;
The way wan daylight and pale darkness merge;
The sound of sighing wind in soft refrain.
And let not fear deprive me in its scorn
From reaching for the rose in spite of thorn.

Miss McGaughey

All Home Economic Teachers in the Wabash Valley
Are Invited to Attend

The Home Economics Teacher-Retail Program

January 11, 1950. 7:00 P.M.

Chamber of Commerce Auditorium



- The first of a series of meetings planned to emphasize important features to be considered when buying ready to wear.
- Garments will be modeled by Indiana State Teachers College students.

REPRESENTATIVES OF FASHION:

Mrs. Akers—Herz, Coats

Mrs. Levitt—Meis Bros., Suits

Miss Henry—LaSalle Shop, Dresses

Mrs. Short—Meis Bros., Yard Goods

Mrs. Lundy—Singer Sewing Machine Center, Buttons

PROGRAM COMMITTEE

Miss Edith LeHew, Indiana State Teachers College

Mrs. Pearl Gibson, Chamber of Commerce

Mrs. Mildred Schlosser, Home Demonstration Agent

Miss Norma Buchanan, City Schools

Miss Dorothy Gummere, Vigo County Teachers

Mrs. Ivah Price, West Terre Haute Schools

You are invited to attend

FOUNDERS DAY

January 6, 1950

Student Union Auditorium

11 o'clock

GUEST SPEAKER

Dr. John Young, Superintendent of
Schools at Mishawaka, Indiana will
discuss "How to Live in this Un-
stable World"

The Traditional book and torch ceremony will be
conducted by

Ralph Banks, '29

President of Alumni Association

August Lambert, '50

President of Senior Class

